



### Vanderbilt Assessment Scale – Teacher Informant

Name of student: \_\_\_\_\_ Age: \_\_\_\_\_ Grade: \_\_\_\_\_ Date: \_\_\_\_\_

Completed by: \_\_\_\_\_ Subject: \_\_\_\_\_

**Directions:** Each rating should be considered in the context of what is appropriate for the age of the child and should reflect that child's behavior since the beginning of the school year. Please indicate the number of weeks or months you have been able to evaluate the behaviors: \_\_\_\_\_

Is this evaluation based on a time the child  was on medication  was not on medication  not sure?

Symptoms	Never	Occasionally	Often	Very Often
1. Fails to give attention to details or makes careless mistakes in schoolwork	0	1	2	3
2. Has difficulty sustaining attention to tasks or activities	0	1	2	3
3. Does not seem to listen when spoken to directly	0	1	2	3
4. Does not follow through on instructions and fails to finish schoolwork (not due to refusal or failure to understand)	0	1	2	3
5. Has difficulty organizing tasks and activities	0	1	2	3
6. Avoids, dislikes or is reluctant to engage in tasks that require sustained mental effort	0	1	2	3
7. Loses things necessary for tasks or activities (e.g., toys, school assignments, pencils or books)	0	1	2	3
8. Is easily distracted by noises or other stimuli	0	1	2	3
9. Is forgetful in daily activities	0	1	2	3
10. Fidgets with hands or feet or squirms in seat	0	1	2	3
11. Leaves seat in classroom or in other situations in which remaining seated is expected	0	1	2	3
12. Runs about or climbs excessively in situations in which remaining seated is expected	0	1	2	3
13. Has difficulty playing or engaging in leisure activities quietly	0	1	2	3
14. Is "on the go" or often acts as if "driven by a motor"	0	1	2	3
15. Talks excessively	0	1	2	3
16. Blurts out answers before questions have been completed	0	1	2	3
17. Has difficulty waiting in line	0	1	2	3
18. Interrupts or intrudes on others (e.g., butts into conversations/games)	0	1	2	3
19. Loses temper	0	1	2	3
20. Actively defies or refuses to comply with adults' requests or rules	0	1	2	3
21. Is angry or resentful	0	1	2	3
22. Is spiteful and vindictive	0	1	2	3
23. Bullies, threatens or intimidates others	0	1	2	3
24. Initiates physical fights	0	1	2	3
25. Lies to obtain goods for favors or to avoid obligations (e.g., "cons" others)	0	1	2	3
26. Is physically cruel to people	0	1	2	3
27. Has stolen items of nontrivial value	0	1	2	3
28. Deliberately destroys others' property	0	1	2	3

Symptoms		Never	Occasionally	Often	Very Often
29.	Is fearful, anxious or worried	0	1	2	3
30.	Is self-conscious or easily embarrassed	0	1	2	3
31.	Is afraid to try new things for fear of making mistakes	0	1	2	3
32.	Feels worthless or inferior	0	1	2	3
33.	Blames self for problems; feels guilty	0	1	2	3
34.	Feels lonely, unwanted or unloved; complains that "no one loves him or her"	0	1	2	3
35.	Is sad, unhappy or depressed	0	1	2	3

Academic Performance		Excellent	Above Average	Average	Somewhat of a Problem	Problematic
36.	Reading	1	2	3	4	5
37.	Mathematics	1	2	3	4	5
38.	Written expression	1	2	3	4	5
Classroom Behavioral Performance		Excellent	Above Average	Average	Somewhat of a Problem	Problematic
39.	Relationship with peers	1	2	3	4	5
40.	Following directions	1	2	3	4	5
41.	Disrupting class	1	2	3	4	5
42.	Assignment completion	1	2	3	4	5
43.	Organizational skills	1	2	3	4	5

**COMMENTS**

**FOR OFFICE USE ONLY**

Total number of items scored 2 or 3 in items 1 – 9: \_\_\_\_\_

Total number of items scored 2 or 3 in items 10 – 18: \_\_\_\_\_

Total number of items scored 2 or 3 for items 1 – 18: \_\_\_\_\_

Total number of items scored 2 or 3 in items 19 – 28: \_\_\_\_\_

Total number of items scored 2 or 3 in items 29 – 35: \_\_\_\_\_

Total number of items scored 4 or 5 in items 36 – 43: \_\_\_\_\_

**Questionnaire consistent with diagnosis of:**

ADHD, predominantly inattentive type

ADHD, predominantly hyperactive/impulsive

ADHD, combined type

Oppositional defiant disorder

Conduct disorder

Anxiety/depression

None

Provider Signature: \_\_\_\_\_

Adapted from the Vanderbilt Rating Scales developed by Mark L. Wolraich, MD. Revised-1102. For additional information see: Wolraich, M. L., et al. (1998) Obtaining systematic teacher reports of disruptive behavior disorders utilizing DSM-IV. (Diagnostic and Statistical Manual of Mental Disorders, 4th ed.) Journal of Abnormal Child Psychology.

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